



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

8325 S. Central Ave, Phoenix, AZ 85042

South Pointe Public Charter School

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

High School Achievement Profile ^(a)

2005-06	Performing
2004-05	Performing
2003-04	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Larry McGill Jr.
 Schedule : 07:00 AM to 09:15 PM
 Grades : 9-12
 Web Address : www.leonagroup.com
 Phone Number : (602) 243-0600
 Fax Number : (602) 243-0800
 E-mail : larry.mcgill@leonagroup.com

Mission

We, the South Pointe High School community of parents, staff and students celebrate high academic achievement and the lifelong quest for knowledge. We value and nurture the diverse talents and uniqueness of each individual. We are committed to creating a stimulating and challenging educational experience that empowers all members to strive for excellence and enrich the wider community.

No Child Left Behind

Adequate Yearly Progress ^(b)

2005-06	Not Met
2004-05	Not Met
2003-04	Not Met

School Improvement Status ^(b)

2005-06	SI Year 1
2004-05	SI Year 1
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Our school offers an educational program that guarantees success for all students. The curriculum is academically rigorous, aligned with Arizona State Standards and designed to provide students with the essentials needed for scholastic achievement.
- ü We offer students who have often been underserved an academic environment that includes small class sizes, highly qualified teachers, tutoring, a multitude of resources and the opportunity to receive college credit and vocational training.

Enrollment

October 1, 2005 School Year Student Enrollment : 699
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 550

Instructional Programs

- Ü Dual Credit Classes Available on campus
- Ü Highly Effective ELL Program
- Ü Evening Core Academic Classes
- Ü Evening Technology-Based Classes

Calendar Information

Number of Instruction Days :	144
Average Daily Instruction Time :	10 hours 0 minutes
First Day of School :	8/9/2005
Last Day of School :	5/30/2006

Shared Responsibilities

School

Our school is responsible for setting high academic standards aligned with Arizona State Standards, helping individual students set goals for graduation and beyond, and keeping parents informed about their participation in various school functions.

Parents

Parents are responsible for communicating with school personnel, providing students with the necessities to participate in school, and ensuring that their students attend daily and fulfill all academic requirements set by the teacher.

Transportation Policy

South Pointe High School does not provide transportation to and from school; however, students are provided with bus passes for the public transportation system.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor

Year

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	206	206	71130	99	99	95	657	657	701	70	70	23	15	15	13	15	15	51	NA	NA	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	113	113	35465	100	100	96	659	659	702	68	68	21	17	17	13	15	15	53	NA	NA	13
Male	93	93	35648	98	98	94	655	655	701	73	73	24	12	12	12	15	15	50	NA	NA	14
African American	37	37	3868	100	100	95	656	656	686	73	73	33	8	8	17	19	19	45	NA	NA	6
Hispanic	154	154	25103	99	99	95	657	657	685	71	71	34	16	16	16	13	13	45	NA	NA	5
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	731	NC	NC	9	NC	NC	7	NC	NC	50	NC	NC	34
American Indian/Alaskan Native	NC	NC	4241	NC	NC	90	NC	NC	679	NC	NC	39	NC	NC	19	NC	NC	39	NC	NC	3
White	12	12	36075	100	100	95	668	668	715	58	58	12	17	17	9	25	25	58	NA	NA	21
Students with Disabilities	25	25	5862	96	96	71	636	636	658	100	100	63	NA	NA	15	NA	NA	20	NA	NA	2
Students without Disabilities	181	181	65268	99	99	98	660	660	705	66	66	19	17	17	12	17	17	54	NA	NA	15
Limited English Proficient Students	29	29	4859	94	94	93	638	638	662	100	100	64	NA	NA	15	NA	NA	20	NA	NA	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	116	116	22957	97	97	93	656	656	685	75	75	34	13	13	17	12	12	44	NA	NA	5
Non-Economically Disadvantaged	90	90	48173	100	100	96	659	659	709	64	64	17	17	17	11	19	19	55	NA	NA	18

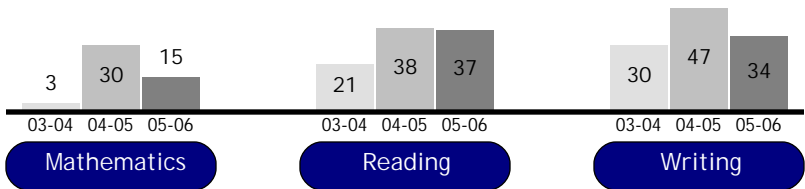
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	198	198	73018	100	100	97	659	659	703	17	17	6	46	46	23	37	37	64	NA	NA	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	102	102	36181	100	100	97	665	665	708	14	14	4	43	43	21	43	43	65	NA	NA	9
Male	96	96	36816	100	100	96	653	653	699	21	21	7	49	49	24	30	30	62	NA	NA	7
African American	37	37	3976	100	100	96	663	663	689	11	11	8	51	51	29	38	38	59	NA	NA	3
Hispanic	142	142	25801	100	100	96	657	657	683	19	19	10	46	46	34	35	35	53	NA	NA	3
Asian/Pacific Islander	NC	NC	1812	NC	NC	98	NC	NC	722	NC	NC	3	NC	NC	15	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	NC	NC	4389	NC	NC	93	NC	NC	675	NC	NC	9	NC	NC	42	NC	NC	47	NC	NC	1
White	13	13	37024	100	100	97	679	679	721	8	8	2	31	31	12	62	62	73	NA	NA	13
Students with Disabilities	27	27	7170	100	100	85	625	625	654	56	56	23	37	37	47	7	7	29	NA	NA	1
Students without Disabilities	171	171	65848	100	100	98	665	665	708	11	11	4	47	47	20	42	42	67	NA	NA	9
Limited English Proficient Students	27	27	5099	100	100	95	622	622	641	44	44	29	56	56	59	NA	NA	12	NA	NA	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	113	113	23912	99	99	94	655	655	681	20	20	10	43	43	36	36	36	52	NA	NA	2
Non-Economically Disadvantaged	85	85	49106	100	100	98	666	666	714	13	13	4	49	49	16	38	38	69	NA	NA	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	194	194	72810	100	100	96	651	651	685	15	15	6	51	51	30	33	33	58	1	1	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	98	98	36111	100	100	97	659	659	695	13	13	4	43	43	23	43	43	65	1	1	8
Male	96	96	36678	100	100	95	643	643	674	17	17	9	59	59	36	23	23	52	1	1	3
African American	37	37	3962	100	100	96	652	652	675	16	16	8	49	49	33	35	35	55	NA	NA	3
Hispanic	138	138	25735	99	99	96	648	648	669	15	15	10	52	52	41	31	31	48	1	1	2
Asian/Pacific Islander	NC	NC	1809	NC	NC	97	NC	NC	704	NC	NC	4	NC	NC	19	NC	NC	65	NC	NC	13
American Indian/Alaskan Native	NC	NC	4370	NC	NC	92	NC	NC	670	NC	NC	9	NC	NC	39	NC	NC	50	NC	NC	2
White	13	13	36915	100	100	97	681	681	697	NA	NA	3	46	46	21	54	54	67	NA	NA	8
Students with Disabilities	27	27	7071	100	100	84	597	597	634	44	44	24	44	44	53	11	11	21	NA	NA	1
Students without Disabilities	167	167	65739	100	100	98	659	659	689	10	10	4	52	52	27	37	37	62	1	1	6
Limited English Proficient Students	25	25	5046	93	93	94	586	586	621	44	44	31	52	52	56	4	4	12	NA	NA	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	110	110	23814	96	96	94	641	641	667	18	18	10	54	54	41	26	26	47	2	2	2
Non-Economically Disadvantaged	84	84	48996	100	100	97	663	663	693	11	11	4	48	48	24	42	42	64	NA	NA	7

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	76	19	NA	42	73	28	28	51	89	22	22	52
	Language	73	12	12	42	73	28	28	50	89	24	24	50
	Mathematics	75	28	28	63	71	24	24	50	89	17	17	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

South Pointe High School

School Site Council

Council Composition

- 3 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 2 Community Member(s)
- 4 Student(s)

Council Duties

- Ü Developing/Monitoring Academic Programs
- Ü School Safety Issues
- Ü Extracurricular Activities/Sports Clubs

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	16.00
Other Professional Staff	1.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	0	0	0
4 to 6 years	2	1	0	0
7 to 9 years	3	0	0	0
10 or more years	0	2	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	46
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Lab Consisting of 30 Stations
- Ü Access to Salvation Army Facilities

Extracurricular Activities

- Ü Soccer, Basketball and Baseball Teams
- Ü Football, Volleyball, Softball
- Ü Cheer and Dance Squads
- Ü National Honor Society
- Ü Jr. Achievement and FBLA

Social Services

- Ü Adult ESL and Computer Literacy
- Ü Counseling Services
- Ü Crisis Intervention
- Ü Health Services

ü South Pointe High School is a charter school in its fourth year of operation.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	87	95	94	95
Promotion Rate ⁵	51	89	88	73
Graduation Rate ⁶	52	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our Dean of Students is responsible for hiring and monitoring police officers to secure a safe and orderly campus. The Principal and Dean of Students have met with every student and parent to explain expectations regarding rules and consequences.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

5

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Elaine Arrieta	(602) 243-0600
Transportation Policy	Jennifer VanDerNaalt	(602) 243-0600
Community Resources	Karlas Mauzy	(602) 243-0600
School Nutrition Programs	Jennifer VanDerNaalt	(602) 243-0600
Parent Organization	Yvette Sweepe	(602) 243-0600
Student Health/Nurse	Jennifer VanDerNaalt	(602) 243-0600

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 12 Pages X .0243 Per page X 550 Copies = \$160.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.